



RESOLUTION DEMANDING THE IMMEDIATE SUSPENSION OF NYCPS HIGH-SCHOOL AI PILOTS AND CONTINUED CALL FOR A TWO-YEAR CITYWIDE MORATORIUM ON GENERATIVE AI IN OUR CLASSROOMS

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Sponsors: Dr. Kaliris Y. Salas-Ramirez, Lawanda Joyner and Tia Jackson.

WHEREAS, on December 10, 2025, CEC4 approved a resolution demanding a moratorium on artificial-intelligence platforms used by the New York City Department of Education, an approach of AI minimalism, meaningful district listening sessions, notice and informed consent for families, a right to opt out, non-AI alternatives, and restraint in contracting for student-facing AI technology;¹

WHEREAS, CEC4 and its members subsequently demanded a two-year citywide moratorium on student-facing generative AI so that the City could independently evaluate educational efficacy, cognitive and mental-health effects, racial and disability bias, privacy and security risks, environmental costs, labor implications, and alternatives before exposing students to additional AI systems;

WHEREAS, on September 2, 2026, Mayor Zohran Mamdani and Schools Chancellor Kamar Samuels announced a “one-year moratorium” for student-facing generative AI in grades 2K–8 during the 2026–2027 school year (with several exceptions for e-books, screeners, assessments, MLLs and students with IEPs), while permitting limited AI use in high schools;²

WHEREAS, because the announced restriction lasts only one school year, excludes grades 9–12, permits career-readiness exceptions, and authorizes five high-school pilots, it is more accurately understood as a partial pause than the comprehensive two-year moratorium demanded by CEC4 and families across the city;

WHEREAS, NYCPS has centrally approved five high-school pilots: (1) Quill, (2) Edia, (3) Brisk Teaching, (4) Playlab, and (5) Intel AI-Ready Schools; and allows any high school to apply, subject to case-by-case review;³

WHEREAS, according to NYCPS, Quill will be used in English language arts for close reading and evidence-based writing; Edia in mathematics for step-by-step coaching; Brisk Teaching for teacher-created guided practice; Playlab across subjects for assignment-specific applications and analysis of AI outputs; and Intel AI-Ready Schools for semester-long projects addressing community problems;²

WHEREAS, the pilots expose students to AI-mediated tutoring, feedback, content-generation, and project platforms for prescribed periods that NYCPS itself labels as expected “dosage,” ranging from approximately 15 minutes per week to one class period per week across a semester;³

WHEREAS, NYCPS states only that it is “developing a limited evaluation plan” for these pilots, even though the pilots have already been approved and the school year has begun;³

WHEREAS, launching student-facing pilots before publishing the research questions, outcome measures, comparison groups, baseline data, evaluator qualifications, conflict-of-interest safeguards, data-governance plan, stopping rules, and public reporting schedule reverses the order required for responsible educational research and public accountability;

WHEREAS, up to 50,000 high-school students (approximately one in six NYC public high-school students) could be reached by the five pilots, making these programs system-scale interventions rather than small, exploratory trials;⁴

WHEREAS, NYCPS has not publicly demonstrated through rigorous, independent, peer-reviewed evidence that any of the five products improves durable student learning, independent reasoning writing, mathematics achievement, transfer of knowledge, or other educational outcomes compared with instruction and feedback from qualified educators;

WHEREAS, vendor testimonials, company-funded research, product demonstrations, usage statistics, satisfaction surveys, and claims by investors or philanthropic funders are not substitutes for independent evidence of student learning, safety, equity, and long-term benefit;

WHEREAS, NYCPS's own 2026 public-feedback survey received 6,491 responses and found that cognitive development described as AI doing the thinking students should do was the most frequently selected concern overall (65.2%) and among parents and caregivers (75.8%); student mental health and well-being, data privacy and security, bias and equity, and transparency were also identified as concerns;⁵

WHEREAS, emerging research and reporting raise serious concerns that generative-AI study aids can encourage cognitive offloading and may improve performance during AI-assisted practice without improving performance on assessments. In some cases weakening performance when students must work independently, underscoring the need for caution and independent evaluation rather than premature expansion;⁶

WHEREAS, generative AI systems can produce inaccurate, fabricated, stereotyped, or biased outputs, and NYCPS itself acknowledges that these systems can produce inaccurate or biased information and can enable students to bypass necessary thinking;³

WHEREAS, AI tools can reproduce racial, linguistic, gender, disability, and socioeconomic bias, creating particular risks in a school system serving predominantly Black, Latine, immigrant, multilingual, low-income, and disabled students;

WHEREAS, Enterprise Request Management Application (ERMA) privacy and security approval is an administrative threshold and does not establish that a product improves learning, is developmentally appropriate, is free from discriminatory effects, or has acceptable cognitive, social, labor, and environmental costs;

WHEREAS, contracts and public-facing materials must clearly disclose what student and educator data are collected; where and for how long data are stored; which vendors, subcontractors, models, and cloud providers receive them; whether prompts, drafts, corrections, metadata, intellectual property, or inferred profiles are retained; and whether any such information is used to train, fine-tune, evaluate, or improve a model or product;

WHEREAS, assurances supplied by vendors about the safety, privacy, accuracy, bias, effectiveness, and educational value of their own products are inherently insufficient without independent auditing and publicly accessible evidence;

WHEREAS, the public has not received the complete data, methodology, findings, contracts, spending, incident reports, school list, demographic impact analysis, or evaluation materials from AI pilots, trials, proofs of concept, or structured implementations conducted during the 2025–2026 school year, preventing communities from assessing what NYCPS learned before approving new pilots;

WHEREAS, NYCPS has stated that it will notify families when students participate in approved high-school programs and will provide guidance to families in participating classrooms, but notification after a school or class has entered a pilot is not the same as advance informed consent or a meaningful, penalty-free right to opt out;³

WHEREAS, no student should have to change classes, abandon a course, lose access to a teacher, or accept an inferior educational opportunity in order to avoid participation in an AI pilot;

WHEREAS, the use of the clinical term “dosage” for classroom exposure is especially troubling when student participation lacks informed consent and the intervention lacks a published independent evaluation protocol;

WHEREAS, New York City's public-school students must not be treated as test subjects for technologies whose private developers, funders, investors, and corporate partners stand to gain financially, reputationally, or through market expansion from adoption in the nation's largest school system;

WHEREAS, AI systems and the data centers supporting them consume substantial electricity and water and carry environmental and climate costs that must be measured, disclosed, and weighed before public-school adoption;

WHEREAS, NYCPS has not established why the instructional purposes assigned to these pilots cannot be better met through smaller classes, additional teachers and paraprofessionals, school librarians, counselors and social workers, tutoring, arts and enrichment, restorative-justice personnel, special-education and multilingual-learner supports, culturally responsive materials, and protected planning and professional-learning time;

WHEREAS, public funds should prioritize stable, democratically accountable investments in people and school communities rather than deepen dependence on proprietary education-technology products whose costs, functions, ownership, and data practices may change; and

WHEREAS, preparing students for an AI-saturated society can be accomplished through age-appropriate media literacy, algorithmic literacy, computer science, civics, ethics, bias analysis, and instruction about AI's social and environmental consequences without requiring students to surrender their work or learning processes to experimental commercial platforms;

THEREFORE, BE IT RESOLVED, that Community Education Council District 4 demands that Mayor Zohran Mamdani, Chancellor Kamar Samuels, and New York City Public Schools immediately suspend and cancel the 2026–2027 high-school pilots involving Quill, Edia, Brisk Teaching, Playlab, and Intel AI-Ready Schools before any further student participation or data collection occurs;

BE IT FURTHER RESOLVED, that NYCPS extend its student-facing generative-AI restriction through grade 12 and adopt the full two-year citywide moratorium demanded by CEC4 and school communities, covering new procurement, pilots, classroom implementation, and expansion of generative-AI functions, while preserving legally required assistive technology and language-access services chosen through individualized processes;

BE IT FURTHER RESOLVED, that the moratorium remain in effect unless and until NYCPS establishes a transparent, participatory, and independently governed review process and publicly demonstrates that any proposed tool is educationally necessary, effective, developmentally appropriate, equitable, privacy-protective, accessible, environmentally responsible, and superior to adequately funded human-centered alternatives;

BE IT FURTHER RESOLVED, that within 30 days NYCPS publish all records concerning any AI pilot, trial, proof of concept, demonstration, or structured implementation conducted in the 2025–2026 school year, including the identity of participating schools and vendors; contracts and funding sources; numbers and demographics of participants; notices and consent processes; data collected; evaluation design; measures and comparison groups; findings; complaints; security or safety incidents; and all internal, vendor-produced, and third-party reports, with only legally required redactions;

BE IT FURTHER RESOLVED, that within 30 days NYCPS publish, for each of the five proposed 2026–2027 pilots, the application and selection process; participating schools and courses; projected enrollment; budgets and the fair-market value of donated products or services; contracts, memoranda, and data-sharing agreements; vendor and subcontractor identities; sources of corporate, philanthropic, and venture funding; intended learning goals; evaluation protocols; and all privacy, bias, accessibility, security, environmental, and educational-impact assessments;

BE IT FURTHER RESOLVED, that NYCPS not rely on vendors, investors, corporate or philanthropic funders, trade groups, vendor-selected evaluators, or company-funded studies to determine whether a platform is safe or effective, and instead require evaluation by researchers and community representatives with full methodological independence, no financial stake in the outcome, disclosed conflicts of interest, access to necessary data, and authority to publish results regardless of outcome;

BE IT FURTHER RESOLVED, that any future evaluation use publicly established success and harm measures, including durable learning without AI assistance; critical thinking and independent problem-solving; student-teacher interaction; mental health and social-emotional well-being; disparate impacts by race, ethnicity, disability, language status, gender, income, housing status, and school; accessibility; privacy and security; academic integrity; teacher workload; fiscal cost; energy and water use; and opportunity costs compared with human-centered investments;

BE IT FURTHER RESOLVED, that any future pilot require advance, written, plain-language notice; affirmative and revocable informed consent from parents or guardians and assent from students; a genuine, penalty-free opt-out; and

an equivalent non-AI learning option in the same course with the same teacher, credit, instructional time, and access to opportunities;

BE IT FURTHER RESOLVED, that NYCPS prohibit vendors and all downstream providers from selling student or educator data; using prompts, work, feedback, metadata, or inferred information to train, fine-tune, evaluate, or improve commercial models or products; using data for advertising or profiling; retaining data beyond the minimum period necessary; or changing material terms without renewed public review and consent;

BE IT FURTHER RESOLVED, that NYCPS establish enforceable stopping rules requiring immediate suspension and public notice when a product produces discriminatory, unsafe, manipulative, materially inaccurate, or privacy-violating outputs; causes unauthorized disclosure or retention; interferes with legally mandated services; or fails to meet predetermined educational benchmarks;

BE IT FURTHER RESOLVED, that NYCPS provide quarterly public reports to the Panel for Educational Policy, Community and Citywide Education Councils, School Leadership Teams, unions, students, and families regarding all approved AI uses, spending, vendor performance, incidents, complaints, opt-outs, disparate impacts, evaluation findings, and corrective actions;

BE IT FURTHER RESOLVED, that the Panel for Educational Policy reject contracts and amendments that would initiate, renew, or expand student-facing generative-AI products during the two-year moratorium and require that all AI-related procurement be separately identified, publicly noticed, and presented in a form permitting meaningful review;

BE IT FURTHER RESOLVED, that all current and proposed NYCPS spending for the five high-school AI pilots, related licenses, devices, consulting, professional development, evaluation, and administrative support be disclosed, and that funds that can lawfully be redirected be invested in school-community priorities, including educators, paraprofessionals, smaller classes, librarians, counselors and social workers, tutoring, arts, restorative justice, special education, multilingual-learner services, culturally responsive curriculum, and hands-on learning;

BE IT FURTHER RESOLVED, that NYCPS convene borough- and district-based public hearings—including youth-led sessions—with interpretation, accessibility supports, hybrid participation, and publication of testimony before adopting any post-moratorium policy; and

BE IT FINALLY RESOLVED, that CEC4 calls upon the Mayor and Chancellor to place students' right to think, create, question, make mistakes, and learn in relationship with human educators above the commercial interests of the AI and education-technology industries.

REFERENCES AND SUPPORTING SOURCES

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D4 CEC Council members:

Dr. Kaliris Salas-Ramirez, Sophie Oulai, Lacey Jordan, Lawanda Joyner, Vandana Bonilla, Elizabeth Soto-Cardona, Johanna Dominguez, Adriana Tlacomulco, Tia Jackson and Kiera Jerez Alston.